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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students learn about the operations of a marine hose factory, requisition supplies, rewarp nylon binders, determine the cost of material depreciation, communicate with coworkers, and learn about health and safety procedures. Though specific to the hose industry, the guide could also be used to explain the production process, which is typical for many industries. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

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Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

Working in a hose building factory

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ESF
CORE SKILLS PROJECT
YTS

OTF No:7

PROJECT No: Y|50

TYPE Individual

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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

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WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are.

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

The project was designed for trainees starting their placement at a manufacturing company specialising in the production of large bore marine hoses used to transport crude oils to shore. The hose sections are built up to 35 feet in length and incorporate strengthening and buoyancy materials. On completion they are pressure tested and finally prepared for transportation in wooden packing. Trainees work on ancillary tasks such as materials preparation, handling waste rubber and re-wrapping nylon compression bindings.

It was welcomed by management and thought to be very useful in raising the trainees' awareness of the production process as a whole. Though the products with which it deals are obviously specific to the industry, the processes are typical for many industries. The project can, therefore, be adapted to other situations in which trainees are involved in one part of a complex process and where their performance might be improved by a better understanding of other parts.

SUMMARY

The trainee is required to:

1. find out how his/her department works;
2. requisition an item from stores;
3. rewrap nylon binders;
4. work out the costs of wear and tear of materials;
5. communicate with other people at work;
6. find out about health and safety procedures.

SUPERVISOR'S NOTES

INTRODUCTION

This work-based project is designed to focus the trainee upon the core skill areas of: number, communication, practical skills and problem-solving. Wherever possible, it is also designed to provide learning opportunities to improve personal effectiveness, to provide wider knowledge of the world of work and elsewhere and to furnish the trainee with skills which can be transferred to other situations.

The essence of the work-based project is that people learn more quickly and effectively by actually doing something.

The following notes are designed to help you, your staff, and the trainee, so that the project can be carried out with a minimum of disruption to normal work activity:

1. Where appropriate, please advise other staff that the trainee will be doing the project.

2. Please ensure that the trainee has read the project details and understands what is required.

3. Please ensure that the trainee is aware of any aspects of safety, hygiene or security which might touch upon the project.

4. Please ensure that the trainee appreciates that good planning will make the task easier. Wherever possible, and before the project starts, the trainee should be encouraged to take responsibility for his/her learning by estimating time, deciding on equipment and materials, identifying possible hazards and other problems, and generally "thinking the project through".

5. When the project is complete discuss with the trainee the activities he/she has been engaged in. What problems were there? What has he/she learnt? Would he/she tackle the project differently a second time?

6. Encourage the trainee to complete the trainee's review page.

ADDITIONAL NOTES

TASK 1
By questioning people he works with to find out about their jobs, the trainee is practising communication skills and getting to know his colleagues and the organisation of the department.

TASK 2
Provides further practice in Communication skills. The trainee will have to find the store and identify the person in charge to question him. He also has an opportunity to interpret numerical information. Please expand this task by showing him stock records of other items and getting him to interpret the data.

TASK 4
Provides you with the opportunity to find out how the trainee rates his performance to date. The trainee should have obtained the figures for the calculation in Task Two.

TASK 5
Gives the trainee an opportunity to practise communication skills in unfamiliar surroundings. It would be helpful if you could provide a newspaper containing the things suggested. Please check that the trainee uses the telephone correctly.

TASK 6
Provides another fact finding opportunity away from familiar surroundings. The trainee is required to use the information to plan a handout, so it would be helpful if the Nurse and the Safety Officer could read the project beforehand.

Names

TRAINEE .....

SUPERVISOR.....

TUTOR.....

Times

Please fill in the table below. This will show the time you spend on completing this project. The first column has been filled in as an example. Make another table if you need more space.

DATE	21/1/83				
START	9.30				
FINISH	12.30				
TIME SPENT	3 hours				

BACKGROUND

When you join a large organisation you might feel bewildered by it size and complexity. This project will help you to learn a little about the jobs of others who will play a part in your working life. By meeting and talking with people you will gradually understand how jobs and people relate to one another. You will see how your job of collecting and wrapping compression bindings helps those whose job it is to build the rubber hoses and how both you and they are supported by service departments such as reception, medical and safety.

SITUATION

In various sections of a large manufacturing company producing marine hoses.

PURPOSES

Doing this project will enable you to learn about working in a hose building factory. It will also help you to develop your CORE SKILLS in number, communication, problem-solving, and practical activities. Developing these skills will make it easier for you to adapt to changes in your job, and to retrain when the need arises.

The tasks you are asked to do are outlined below, together with the most important CORE SKILLS that they contain. When you have finished each task, ask your supervisor to tell you how tell he/she thought you did in the task, and record this on the Assessment Form near the back of this project. This record will be needed to complete your certificate at the end of your YTS year.

Task	Core skills
1. Find out about the structure of your department.	Finding out information by speaking to other people. 6.1 Providing information in writing. 7.3
2. Requisition an item from stores.	Interpreting numerical data. 2.1 Provide information in writing. 7.3
3. Rewrap nylon binders.	Checking the quality and condition of materials. 11.4 Operating machinery. 13.4 Carrying out procedures to hand over the results of an activity. 14.4
4. Work out the costs of wear and tear on materials.	Work out numerical information. 1.2
5. Communicating with other people at work.	Finding out information by speaking to other people. 6.1 Find out information from written sources. 6.2
6. Learning about Health and Safety at work.	Find out information by speaking to other people. 6.1 Check the quality of equipment. 11.4 Plan how to present information. 9.6 Provide information in writing. 7.3

ACTION PLAN

Read through the whole of this Action Plan together with your Supervisor to make sure you understand what you are to do.

Estimate how long you think you will need to complete the project.

TASK 1

a) Make a list of the people who work in your department during the same hours as you do. Alongside each write down his/her job title followed by a brief description of what he/she does.

b) Arrange your list in order of job responsibility and show who you are directly responsible to

c) You will now have an idea of what goes on in the department, but there will be gaps in your knowledge. For instance, where do materials come from and where do they go to? What happens if machinery breaks down? Who checks that regulations are being adhered to? Who trains newcomers to the department?

d) Find out the reason for using compression bindings when building hoses and the reason why some of these have to be in a wet condition.

TASK 2

a) Now that you have some knowledge of what goes on around you ask your Supervisor to supply you with a blank stores requisition note.

b) Take your note to the stores.

c) Talk to the person in charge to find out how many nylon binders your department uses during a typical week.

d) Find out how these are ordered and how much each costs to buy.

e) Ask to see the document used to record the stocks of binders (wraps). Examine it to see if you can interpret the information to tell you how many are currently in store and how many your department uses each month. These may be manual or computerised records. Decide which you think they are. Look at the requisition note you brought with you. If you wanted to withdraw new wraps for your job, plan how you would complete the note and pencil the information in.

f) Find our how the information on your requisition note would be used to amend the stock records.

g) Attach your requisition note to your project.

TASK 3

a) You are now going to carry out a practical task in your department. Watch the hose building operations to ensure you collect all used wrappings.

b) Take the wrappings to your section.

c) Check their quality and condition and discard the wrappings that you think are unfit for reuse.

d) Operate the machine to wind the dry wrappings evenly on the spindles. Place the wound spindles on the rack. Place the wet wrappings in the soaking tank.

e) Maintain a continuous supply of rewound wraps to the production line.

f) Restock with new wrappings if necessary.

TASK 4

a) Get your Supervisor to check your discarded wrappings to see if he agrees with you about their condition.

b) Work out the weekly cost caused by wear and tear to wrappings.

c) Now think about your job in relation to the hose builders. What do you think the effects would be on their jobs if:

(i) You did not collect any supply wraps regularly?
(ii) They were unevenly wound?
(iii) You re-supplied damaged wraps?

d) Make a note of your answers and then talk to one or two people to find out if the job you do and the way in which you do it meets their needs. Discuss your findings with your Supervisor.

TASK 5

a) Find the reception desk and spend a few minutes talking to the receptionist to find out what her duties are.

b) Ask her if she can show you examples of how the Company communicates with new employees and visitors. Obtain a copy of the Company Newspaper if there is one. Read it to see if it gives any information on where the hoses are used and by whom.

c) Obtain a list of internal telephone numbers and identify the following:

(i) Your Boss.
(ii) The Company Nurse (if there is one).
(iii) The Company Safety Officer.

d) Ask the receptionist how you should address these people when telephoning them.

e) Now telephone your boss to tell him where you are and why you are there, then telephone the Nurse and Safety Officer to make an appointment to have a short discussion on your health safeguards at work.

TASK 6

a) Question the Nurse to find out about the services her department offers to employees.

b) Find out about the provisions for dealing with minor accidents in the factory and what your responsibilities are if you should have an accident.

c) Find the nearest First Aid Box to the place where you work.

d) Check the contents to see if they are complete.

e) Report any missing items to the Nurse by telephone.

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f) Ask the Safety Officer if he can explain what is meant by the Company Safety Policy. Your discussion should help you understand why as a young person you are not permitted to do certain jobs in the factory. Obtain a numbered list of regulations that you are to study. Look to see where these are posted in the factory and read them through.

g) Ask the Safety Officer if it is possible for you to attend a meeting of the safety committee. Your contribution as a young inexperienced worker could prove valuable to the company and would give you experience of another kind of communication.

h) From the information gained so far, plan a handout that will give other YTS trainees guidance on the rules they should follow for their health and safety at work.

i) Ask the Safety Officer to check this and see if you can get it copied for distribution to the other trainees.

TRAINEE REVIEW

PLEASE COMPLETE THIS FORM IN AS MUCH DETAIL AS POSSIBLE AND DISCUSS IT WITH YOUR SUPERVISOR AND TUTOR.

1. What did you think of this project? Was it easy or hard, interesting or boring?

2. What did you learn? (Look back at the list of Purposes to see what you were supposed to learn.)

3. Did you learn anything which was not on the list of Purposes?

4. Did you need help with any particular part of the project?
   What kind of help did you get?

5. How do you think you could use what you learned in another job, or outside work?

6. Has this project helped you decide whether you need further training in certain areas?

SUPERVISOR REVIEW

Please refer to Supervisor's Notes

Please read the questions included under Trainee Review.

Please complete the Assessment Form and disuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

COMMENTS:

ASSESSMENT
explanatory notes

In completing this W.B.P. the trainee has the opportunity to demonstrate competence in the core skills listed on the attached form.

The first two columns list the WBP tasks and core skills which occur within them.

You are asked to assess the trainee's competence in these core skills according to the amount of support from you that the trainee needed, for example.

1. If a trainee is asked to "find information from written sources" and you provide the trainee with all the sources of that information, together with telling the trainee where to look in any particular sources, then that trainee is obviously being given much more support in finding that information than a trainee who identifies the sources and extracts correct information unaided.

2. If a trainee is asked to undertake a task which involves "noticing the needs of customers or clients", and needs considerable prompting to approach a customer, then that trainee is obviously being given more support than a trainee who takes the initiative in approaching the customer.

To be regarded as fully competent in the core skills, the trainee should need to be offered no more support than you would normally give to any experienced worker.

Most of the time job competence and core skills competence are likely to be the same, but sometimes this may not be so. For instance, a trainee involved in machining a particular component may be competent so far as planning the work is concerned (a core skill) but may not have reached experienced worker speeds (an occupational skill).

Please tick the appropriate box and initial in the space provided, after you have discussed your assessment with the trainee and agreed any further training required.

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ASSESSMENT FORM

PROJECT TITLE WORKING IN A HOSE BUILDING FACTORY WBP NO DATE

TRAINEE'S NAME SUPERVISOR'S NAME

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS: INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
1.5.6	Find out information by speaking to other people (6 1)							
1.2.6	Provide information in writing (7.3)							
2	Interpret numerical data (2.1)							
3.6	Check the quality and condition of materials/equipment (11 4)							
3	Operate machinery (13 4)							
	Carry out procedures to hand over the results of an activity (14.4)							
4	Work out numerical information (1.2)							
5	Find out information from written sources (6 2)							

ASSESSMENT FORM
continued.

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS: INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
6	Plan how to present information (9 6)							